

SECRET

CONFIDENTIAL

Chief, TSS Training

22 September 1959

Educational Specialist

Document No. 884

NO CHANGE in Class. ☐

☐ DECLASSIFIED

Monitoring of TSS Authentication Seminar

Class. CHANGED TO: TS S (C)

ITSA Memo, 4 Apr 77

Auth: DRA 100-77/1003

Date: 16 JAN 78 By: 822

1. As a result of a direct invitation from the Chief, TSS Training, the writer monitored the first and second dry runs of the TSS Authentication Seminar conducted 13-17 July 1959 and 14-18 September 1959. Both Seminars were half time for the week or a total of 20 hours. The first running for students will be 12-16 October 1959.

2. The purpose of this monitoring was to work with the Seminar leaders in planning the conduct of the Seminar and to make suggestions where it possibly could be improved. This report represents the opinions and thoughts of the writer and also includes the opinions and suggestions of several other non-TSS personnel who also observed the second dry run.

3. The Seminar participants are to be highly complimented on their extensive work and effort which went into the planning of this Seminar. The results of their labors are evident by the tremendous improvement from the first to the second offering. More specifically in such areas as: development and use of training aids; smoothness of individual presentations; selection of case studies as representative of subject area problems.

4. The Authentication Staff is to be further complimented in the fact that they were foresighted enough to prepare and conduct the dry run in its entirety (as if regular students were present) in addition to having TSS staff personnel present for the entire Seminar to critique it from a technical aspect. This planning aspect is extremely effective in spotting the strengths and weaknesses of a new course rather than allowing the first running to be "live" with regular student input.

5. Suggestions

A. Develop a handout which the student may retain and which would include a brief listing of items which would "trigger" recall of the following areas in the mind of the student:

CONFIDENTIAL

SECRET

SECRET

(1) What each Division of TSS Authentication can do to assist the Case Officer in carrying out his operational problems.

(2) What information, materials, knowledge TSS Authentication Division requires from the Case Officer when he requests assistance in his problems.

(3) What specific/general things the Case Officer can do, particularly in the field, to assist Authentication Division in carrying out their missions.

The items to be included under each of the three areas above would be short statements, lists of equipments, items of documentation, procedures of operation, and the like which would serve as a summarization for the student of the capabilities and limitations of the Authentication Division in assisting the Case Officer in his functioning. To be emphasized here would be the exact procedures which a Case Officer must follow in requesting assistance, channels to be followed, paper work to be completed, and the like. This handout could also serve as a referral during the Seminar for the leaders and students to discuss mutual problems involved and methods whereby they may be surmounted.

B. Run Seminar on a three day full-time basis to ascertain if this schedule is more attractive to the student population. A possible advantage of this schedule is that the student removes himself completely from his office operation whereas on a part-time basis, some student thought and attention during the Seminar is bound to be related to his own office functioning and problems, not necessarily connected with the subject of the Seminar. If the Seminar is continued on the present basis, consideration might be given to having a full day scheduled for Friday. This would allow ample time for the entire Seminar faculty to meet with the students and resolve any problems or questions not previously considered.

C. The two field trips are very interesting, well planned, and impressive, especially to a student who has never visited these places. There is some doubt as to the relative value of such a tour when compared to the time which might be spent in

SECRET

SECRET

the classroom discussing cases, methods of operation, problems related to operations, etc. Obviously, the elimination of the tours would allow approximately three additional hours to the classroom discussions which are believed to be more valuable from a student's viewpoint. This suggestion is related to the previous one which attempts to allow more time Friday afternoon for just such class activities.

D. The quality of training aids and actual documents projected by the opaque projector were very poor. It is suggested that these particular items be converted to transparencies and used on the Vu-graph projector.

E. At the beginning of each of the various units of subject matter it is suggested that the students be told to look at each unit and related case histories from the eyes of a Case Officer and be prepared to pose problems and questions as he sees it in the completion of an operational problem. This technique would tend to promote a chain reaction of thought and questioning in the class discussion period.

F. In several of the units of subject matter it was believed that there were too many case histories presented in that some were redundant in coverage. Perhaps the choosing of a few cases, well selected for their broad coverage of operational problems, etc. with the accompanying questions and discussion, might improve the unit presentations.

G. In the event that Suggestion B and/or C are considered, rearrangement of the course units would be necessary. In such a rearrangement consideration should be given to grouping into logical, related units the various subjects covered rather than the present arrangement whereby certain units are intermingled with others and are related to each other only very generally. In case the course is not changed as noted above, rearrangement of the various units might be accomplished as suggested in the critique session on 18 September 1959. In this manner, the various units "fall into" blocks of directly related subject matter, which in turn would tend to enhance the quality and type of discussion periods.

SECRET

H. This is an ideal place to try several different teaching techniques such as role playing, short skits, etc. This type of material and situation lends itself nicely to the use of these techniques and should be very impressive for facilitating student learning and promoting discussion. Time or acting ability are not factors here and these techniques have proved themselves in other similar situations to be most worthwhile.

6. Minor Suggestions

A. Several of the Seminar leaders did not talk loudly enough to be heard above the noise level of the room. This is particularly important when the Seminar will have 12 students as compared to the smaller number of observers during the dry runs.

B. Do not include "1. c Motivation" in the course schedule. It is highly desirable and necessary to motivate students but this need not be noted to them in the published schedule.

C. For this type of Seminar the exact hours on the schedule and "break" periods might be eliminated. A listing by days need only show the general subject area units to be covered. This will promote much more flexibility in the Seminar running, particularly relating the discussion periods to varying student interests.

D. When the "Organization" of the Authentication Division is presented the first day with the use of the magnetic board, it is suggested that the various components be placed on the board as the talk progresses rather than have the complete organization in place at the beginning of the talk.

E. During the first day particularly, many new terms were used by the leaders, all of which were obviously common to them. However, many of the terms were probably new to most of the students and should not be used until defined or explained. Examples: "internal documents," [REDACTED]

F. Each leader should give a summary of his presentation before opening the session to discussion. Mainly this is to impart to the students the important elements of the session and also perhaps clear up any possible misunderstanding in the mind of the student.

25X1A2g

cc: DTR

SIGNED
[REDACTED]

25X1A9a

SECRET